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ABSTRACT

This document briefly covers a number of topics to be considered in the planning of inservice education programs. Topics include: (1) a statement of the Ohio Education Association's (OEA) policy on inservice education and professional development; (2) an overview of inservice education and professional development programs; (3) some common pitfalls of inservice education; (4) the inservice continuum demonstrating that up until now most inservice activities have been conducted and designed to acquaint teachers with the current learning trends and teaching innovations, rather than to encourage skill development; (5) OEA inservice interest and participation surveys; (6) elements of inservice planning including assessment, item analysis for the surveys, and program selection; (7) a chart showing the planning cycle for inservice education; and (8) an inservice glossary for program developers. (MM)

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# Inservice Planning Manual

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# INSERVICE PLANNING MANUAL

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# OEA-POLICY ON INSERVICE EDUCATION AND PROFESSIONAL DEVELOPMENT

The Ohio Education Association recognizes the need for inservice education. The Association believes that inservice education should become a genuine learning experience, providing the teacher with insights which can be relayed to students. The following elements are, therefore, necessary for inservice activities to become more meaningful and productive:

## I. State Level Responsibilities

The appropriate state agency shall provide continuous financial support for the development and implementation of an effective inservice program at the local level.

Inservice funds must be adequate to provide for sufficient staff development and implementation of mutually desired programs at the local level.

## II. Local Level Responsibilities

Every local board of education shall adopt a negotiated policy to provide for a regular inservice program which develops ongoing professional growth opportunities for teachers, administrators, and school board members. Such a program should incorporate the following provisions:

1. It should be flexible to reflect needs of the community as well as the individual needs of the educators within that school district.

2. It should permit the initiation of the program by any party of the educational community such as the teacher's association, the local administration, or a State Professional Practices Board.

3. It should be structured with a provision for a reward mechanism to promote participation and involvement.

4. It should specify the local educator or educators who will be primarily responsible for the institution and development of the inservice program.

The local school district shall make commitments in areas of budget allocations and staff time to effect quality inservice programs. Such commitments shall include the following provisions:

1. Educators shall be provided with released time for inservice programs and/or pay for extended time for inservice.

2. Local pay schedules shall include recognition of professional growth for all related experiences.

3. Local boards of education shall pay the cost of professional study and budgetary items related to the implementation of new programs.

4. The local association encourages the teachers, the administrators, and the local school board members to engage in continuous individual study.

The Association recommends that the professional staff have adequate opportunities to participate in worthwhile inservice and professional development activities initiated locally each year.

## AN OVERVIEW OF INSERVICE AND PROFESSIONAL DEVELOPMENT PROGRAMS

The following activities conducted basically to acquaint teachers with current learning trends and teaching innovations which affect personal and student growth:

- Workshops -

  Workshops are organized on a building, district, city, or countywide basis, thus providing for well-regulated programs involving a desired number of participants. Although the activities may be organized and goal-directed, the workshop atmosphere does allow for interaction and idea exchange among the participants.

- Staff-Faculty and Departmental Meetings -

  While these meetings may be confined to particular schools, they can serve to introduce new instructional methods and materials to teachers, the departmental meeting permits intensive teacher exchange of ideas, techniques, and methods.

- Teacher Exchange Programs -

  The teacher who experiences a different setting through a foreign or school district teacher exchange program broadens their total outlook through the gradual adjustment to that environment.

- Professional Development Seminars -

  The Ohio Education Association sponsors a series of seminars and conferences which serve to disseminate knowledge of methods and materials to teachers and administrators.

- Continuing Education -

  One of the most common activities for individual professional growth is teacher enrollment in a continuing education program at a college or university level. The selection of subject matter, organization, and relevancy are contingent upon personal discretion.

- Other Inservice Practices -

  Some of the viable forms of informal practices are travel, independent research, and involvement in extracurricular activities.

## SOME COMMON PITFALLS OF INSERVICE EDUCATION

Effective inservice education depends on numerous factors. A local survey will reveal many factors and preferences present among the staff in any school district. Those local factors that are unique to your school district should be known and taken into consideration. The building steering committee for inservice activities must consider those factors which have made past inservice efforts in the school district either successful or contributed to difficulty.

Some pitfalls which frequently occur in inservice education include the following:

- Inappropriate topic
- Long drawn-out lectures that fail to hold participant attention.
- Lack of knowledge in the topic by the consultant. Be certain that you are fully aware of the type of presentation from your consultant. If it is inappropriate for your population, seek another.
- Lack of involvement of participants. Provide periods of time for questions, small group discussion, and contributions from your participants. Each of them is an educator, and many will have meaningful and pertinent contributions. If there is strong evidence that your group prefers small group discussions as a learning method as indicated on the OEA Inservice Interest Survey, then provide more time for those discussions.
- Poor leadership modeling by program organizers. As a program coordinator set an example for your participants along with your staff. Be punctual, be involved, and attempt to become acquainted with as many participants as possible.
- Lack of understanding by the consulting expert as to the educational, environmental, social and cultural background of the group.

## THE INSERVICE CONTINUUM

The overview of traditional inservice programs reveals that most of the activities have been conducted and basically designed to acquaint teachers with current learning trends and teaching innovations. On an Inservice Continuum we would have to conclude that most of our techniques have been limited to developing an awareness of new knowledge. It is difficult to find school districts that have effectively developed professional growth programs.

The Inservice Continuum, however, leads from attending activities to effective program implementation. Thus, we need to examine both "why" we have inservice and "how" our program is structured. To have all staff attend a program only because it was scheduled to meet legal requirements is as absurd as teaching all of our students the same reading assignment. The partial or whole day program for the entire staff remains the dominant example of an inservice program.

FIGURE 1

INSERVICE CONTINUUM

| STAGE: 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| ATTENDING | AWARENESS | INTEREST | COMMITMENT | SKILL DEVELOPMENT | IMPLEMENTATION |

Effective inservice education should produce teacher behavior that improves the school program and the education of students. A review of possible inservice techniques reveals that the dominant practice of an all-day all staff meeting is an ineffective means of achieving the objectives of skill development or implementation, since not all staff are ready to participate at the same time and because mass meetings are poorly suited to hands-on or individualized instruction. Thus, the dominant practice can produce only a low level of interest or commitment in a concept. As one moves to the right on the continuum from Stages 1, 2 or 3 the experiences must be more highly structured and individualized.

We can develop a simple classification system of these techniques most appropriate to providing awareness or interest in a topic (Stages 2 and 3)as opposed to those more appropriate to skill development or implementation (Stages 5 and 6). The following list classifies a number of possible inservice methods into this classification system; however, there are some instances where a technique could be included in either list depending on the program objectives and program content.

FIGURE II

CLASSIFICATION OF INSERVICE TECHNIQUES

| STAGES 2 or 3 | STAGES 5 or 6 |
|---|---|
| "Awareness or Interest" | "Skill Development or Implementation" |
| Community work | College Credit |
| Conferences | Committee work |
| Cultural event attendance | - curriculum |
| Demonstrations | - textbook selection |
| Field trips | Departmental meetings |
| Lecture | Faculty meetings |
| Reading | Institutes |
| Research | Internship |
| Simulation/Role Play | Teacher exchange |
| Speech/Questions and Answers | - foreign |
| Study Group | - another district |
| Travel | Work experience |
| Visitation | Workshop |

Today the focus of inservice is on action programs in which the teachers themselves are involved -- workshops, conferences, and meetings in which the teachers themselves, through their own behavior, produce the data, and new materials for learning, try them out, and utilize the techniques of group dynamics. Teachers are not only being involved to an increasing extent; teacher groups are planning and providing their own opportunities. It is apparent that teachers, like other vital people, are eager to "go where the action is".

It must be pointed out, however, that teachers cannot respond appropriately on a "Skill Development" or "Implementation" level if they are not committed to the task at hand. It probably would be most beneficial to drop those without commitment, for the end product can be weakened without the needed internalizing motivating force.

DIRECTIONS FOR THE LOCAL PROGRAM PLANNER

The next two sections consist of the OEA Inservice Interest and Participation Surveys. These two survey instruments have been developed from research and field staff activities. You should attach to the front of these two surveys some local information and identification of the local professional organization be developed. The cover letter should include the date and place for returning the completed survey!

OEA INSERVICE-INTEREST SURVEY

School_____

This instrument is designed to gather information which can be used to arrange quality inservice sessions for you. Please respond to each question by placing a check (✓) on the appropriate line(s).

---

1. Including this year, I have been an educator for:

_____(a) One year
_____(b) 2-5 years
_____(c) 6-10 years
_____(d) 11-15 years
_____(e) 16-20 years
_____(f) 21 years or more

2. I am currently teaching students in grades:

_____(a) Primary
_____(b) Intermediate
_____(c) 7-8
_____(d) 9-10
_____(e) 11-12
_____(f) Others

3. Most of my life I have lived in:

_____(a) this community
_____(b) this region of Ohio
_____(c) Ohio
_____(d) a neighboring state of Ohio
_____(e) in another section of the country

4. Most of my life I have lived in:

_____(a) a rural area
_____(b) a medium sized town
_____(c) a suburban area
_____(d) an urban area

5. I would perform best in inservice activities at the following time:
(Indicate more than one if appropriate)

_____(a) Early, 8-10 o'clock
_____(b) Late morning, 10-12 o'clock
_____(c) Early afternoon, 12-2 o'clock
_____(d) Late afternoon, 2-4 o'clock
_____(e) Early evening, 4-6 o'clock
_____(f) Night, 6-9 o'clock
_____(g) Week-ends, not during school time
_____(h) No specific time

6. During the past year I have:
(Choose those which apply)

_____(a) taken my class on field trips
_____(b) presented guest speakers to my class
_____(c) incorporated program objectives into my daily lesson plans
_____(d) used commercial media materials in my classroom
_____(e) integrated ideas from my school district's Curriculum Guide into my classroom activities.
_____(f) enabled my students to participate in simulation and gaming experiences
_____(g) revised the subject matter I teach to demonstrate its relevance to specific program objectives
_____(h) encouraged my students to use individualized learning techniques.

7. With respect to inservice meetings, conferences or workshops, I prefer to: (Indicate as many as are appropriate by using a check-✓)

_____(a) follow a well articulated agenda
_____(b) follow a compact meeting schedule--very little open or free time between sessions.
_____(c) have opportunities for socializing
_____(d) be paid at least for travel and food
_____(e) dress casually
_____(f) meet away from school
_____(g) have attendance as optional
_____(h) know the nature of the topic and activities in advance of the program
_____(i) avoid overnight lodging even if it is paid.

8. I would prefer inservice activities in the following areas:
(Rank order, your <u>first and second choices only</u> by writing in 1 and 2)

_____(a) cognitive activities (knowledge, comprehension and application)
_____(b) affective activities (feelings and valuing)
_____(c) psychomotor activities (perception, imitation and manipulation)
_____(d) administration or supervision concerns
_____(e) guidance and counseling techniques
_____(f) testing concerns
_____(g) media methods
_____(h) other_____
(please indicate)

9. Generally, for gaining additional knowledge and understanding about a topic I would prefer the following approaches: (rank order, <u>all six choices</u> by writing in 1,2,3, etc.)

_____(a) read books or articles which are written in narrative form
_____(b) listen to a recognized lecturer: listen to someone who has had experience in the topic
_____(c) find a group of people who are willing to share their vision and experiences with one another in an open discussion
_____(d) read sources which give detailed steps of a how-to nature or give a clear outline of basic ideas with limited narrative
_____(e) visit sites to view the projects in action
_____(f) gather a few major ideas from any source and try to experiment with them in my classes to see what happens
_____(g) other_____
(please indicate)

10. Please list in order the six most important inservice topics for you:

(1) _____
(2) _____
(3) _____
(4) _____
(5) _____
(6) _____

11. If you are interested in serving on an inservice steering committee set-up for your building, please list your name:

_____

OEA INSERVICE-PARTICIPATION SURVEY

Your Name _____

Your School _____

This instrument is designed to gather information which can be used to arrange quality inservice sessions for you. Please respond to each question by placing a check (✓) on the appropriate line(s).

1. When involved in committee or group work, I usually find myself assuming the role as indicated below: (rank order your responses by placing (1) beside your most common role, (2) next common, etc.

_____(a) Leader
_____(b) Resource person
_____(c) General participant
_____(d) Critical reviewer
_____(e) Other (specify) _____

2. During the past year, I feel I have been:

_____(a) Deeply involved in the Inservice Education Program
_____(b) Moderately involved in the Inservice Education Program
_____(c) Occasionally involved in the Inservice Education Program
_____(d) Not involved in the Inservice Education Program

3. I believe inservice should focus on: (Check those which are appropriate)

_____(a) what an individual learns
_____(b) how a child feels about wanting to learn
_____(c) how a child feels as he learns
_____(d) the intellectual processes used by a learner
_____(e) what a child feels after he has learned
_____(f) how a child interrelates with other people

4. I desire to participate in the following topics for inservice education that were identified in our school's interest survey: (indicate by check -✓)

_____(a) _____ _____
_____(b) _____ _____
_____(c) _____ _____
_____(d) _____ _____

ITEMS PRINTED IN LOCALLY

## THE ELEMENTS FOR INSERVICE PLANNING

### I. Assessment

The inservice planning can be most efficiently done through careful utilization of the OEA Inservice Interest Survey instrument. A careful review of the items will enable the program planner to determine the most relevant topic, time, and place for the inservice activity.

### II. Item Analysis and Prescriptions for the OEA Interest Survey Instrument

This section of the manual provides information about each item, its purpose for inclusion in the instrument, and some selected prescriptive possibilities which can be utilized. The following prescriptions come from research and actual field-tested activities.

Item 1: Years in Education

Purpose: This item can give cues to willingness to change. In general, teacher growth and openness is most pronounced between 2 to 10 years of service. First year teachers are often concerned with survival and may be closed. More experienced teachers may be set in their teaching styles and may be reluctant to trade their tested approaches for new ones.

Prescriptive Possibilities: Work with the change-oriented teachers first. Don't try to convert or expect too much from the neophyte. Also, remember that there are many exceptions to the experience rule, i.e., some highly experienced people are open while some with youth are hopelessly closed. People who are growing are open to new concepts. Offer specific curricular activity suggestions for the less experienced teachers, and don't anticipate that they will know how to integrate new ideas into their teaching.

Item 2 Teaching Assignment

Purpose: This item provides information for grouping purposes and some cues to teaching disposition.

Prescriptive Possiblities: In general grouping by the sub-items, i.e., primary, intermediate, etc., works for sharing specific ideas. Conversely, groups should be balanced if broad K-12 concepts are to be discussed. Rosters of names can be derived by checking the Instruments.

With respect to teaching disposition, elementary teachers tend to be more child-centered than secondary school teachers. Inservice activities should reflect these differences.

Items 3 and 4: Residence

Purpose: This item can provide information about the group's knowledge of a broad range of cues as to its conservatism in regard to some values and are different from student backgrounds.

Prescriptive Possibilities: If rural area scores are high, employ conservative consultants to share information about city and suburban possibilities.

If suburban area scores are high, secure consultants to talk about rural and city concerns.

If urban scores are high, obtain consultants to talk about rural and suburban possibilities.

If scores are reasonably balanced, have group members share their experiences with one another.

Item 5: Best Performance Time

Purpose: We have biological time clocks within us which result in peaks and valleys in our physical efficiency in the afternoon or evening. Knowledge of when people perform best can result in meetings being arranged at times when group members are most alert and receptive.

Prescriptive Possibilities: Check the tallies to determine the times most people identified as their peak times. Schedule the meetings then if possible. Two hours at peak time can be more effective than longer periods of exposure at poor times.

Item 6: Classroom Activities

Purpose: The eight classroom activities listed in the question represent the most common forms of inservice education implementation. Knowledge of the extent of their use can guide the workshop experiences. Also, names of individuals who can assist in a given approach can be taken from the Instrument.

Prescriptive Possibilities:

Check the tallies. If some forms of implementation have been used by most teachers, schedule inservice sessions which expose them to other forms of implementation.

Also, groups can be arranged to have people share their approaches to a particular form. For example, form a group of people who have all used field trips. Ask them to share their experiences and make recommendations to other staff.

Item 7: Miscellaneous Preferences

Purpose: The Instrument identifies nine of the most common complaints cited by inservice participants. Information from this item should help produce a program which meets the technical demands of most of the participants.

Prescriptive Possibilities: Check the tallies and set up your program in concert with the requests. Be certain to inform your audience why the program was arranged as it was --they will appreciate that you used their responses to plan the program.

Item 8: Affective-Cognitive Experiences

Purpose: Some people are concerned with affective learning while others are concerned with cognitive learning. Knowledge of interests can help determine inservice experiences which would be well received or rejected.

Prescriptive Possibilities: If the affective sub-items are not selected, do not introduce major sessions on value clarification, sensitivity training, etc. until later. If affective meetings are arranged, be certain to tell the audience that they were set up because of the responses to the Instrument.

Item 9: Means of Learning

Purpose: We learn through four primary modes: direct experience, discussion and reflection, abstract conceptualization, and trial and error. Some of us prefer one mode to another and therefore "tune-out" other ways of learning. This item seeks to identify preferred learning modes to permit the most effective programs to be arranged.

Prescriptive Possibilities:

Look for 1's and 2's for each item. These indicate high preferences for the approach in the statement, e.g., reading or listening. Look for a predominance of 5's and 6's. Avoid these least-preferred approaches in your early sessions. Offer a variety of approaches in your sessions but anticipate that some people will turn off any program.

When you set up meetings, describe the mode of learning to be employed by the leaders of the sessions.

Item 10: Topics Teachers Prefer

Purpose: This item provides some insight into the inservice topics preferred by individuals. Inservice activities should be aimed at helping teachers work on their areas of interest or concern.

Item 11: Building Steering Committee

Purpose: This item will provide a list of potential committee members to help in inservice education activities. It may also provide a cue to the staff's interest in inservice education.

Prescriptive Possibilities: A low percentage of "yes" responses indicates a enthusiasm for inservice education. Inservice activities may have to be introduced slowly. Possibly one-to-one meetings should be held prior to a large group meeting. A roster of yes-response people should be generated to provide the nucleus of a group to plan activities. These people can serve you as a steering committee and sounding board.

Item Analysis for the OEA Participation Survey Instrument

Item 1: Preferred Roles

Purpose: People play different roles in groups. Their roles vary upon the nature and purpose of the group. This question asks a person to identify the role they usually play.

Knowledge of preferred roles can permit the development of group rosters with balanced roles. Leaders can also be identified for the groups. Such balancing can reduce the chances of forming a non-productive group.

Check your tallies for 1's and 2's. Compile a list of names with their first choices and scatter them among groups. Contact a "leader" and tell them that they are in charge and that the group is "balanced".

Item 2: Involvement in Inservice Education

Purpose: This item provides information about the involvement individuals have had in inservice education. Four levels are identified; however, three have consequence. People with much experience are turned off by basic information. If a person is deeply involved, their inservice experiences should be broad and conceptually based. If a person is moderately involved or occasionally involved, their experiences should be balanced between some concepts and some how-to basic techniques. If a person has no involvement, they will have to be "sold" on the merits of inservice education and given basic how-to information and techniques. Select speakers, consultants and activities carefully.

Item 3: Inservice Strategies Used By Consultant

Even after an inservice topic has been identified, the program consultant still needs directions on the learning strategies most desired by the local association participants. If the staff wants to know how to motivate children to learn, the inservice program should not be directed toward what to learn or the intellectual processes of learning.

Item 4: Inservice Topics Teachers Prefer

The items printed in locally should represent those four topics most often listed in Question #10 of the OEA Inservice-Interest Survey.

III. Selection

- Program Format and Booklet

The program is to be planned so as to permit reaction time for the participants and also social interaction among them. Frequently, inexperienced program planners will attempt to concentrate as much presentation time as possible into a minimum amount of time. The results are often disasterous. Long periods of dry lecture combined with an uncomfortable environment will only disenchant your participants with inservice activities of any kind in the future. Therefore, a careful review of the OEA-Inservice Survey Instrument at this time is necessary -- specifically if your participants prefer evening, after school or weekend meetings and would rather have a series of short sessions as opposed to a single extended session. Determine these facts as soon as possible, and let them govern your decisions regarding the time, place and duration of your inservice effort.

The next element of planning is the actual physical design of your program booklet. Too often, inservice planners wait until the last moment to organize and print their program. In this case, the program booklet becomes an afterthought instead of a basic guide to the participants. A last minute hastily prepared program will result in participants finding themselves in the wrong place at the wrong time. If this becomes the case, the participants will manifest other symptoms of confusion, such as tardiness, a lack of understanding of the purpose of the session, and general irritation.

In preparing a program for the inservice meeting, a good rule to remember is that of the vital five W's of journalism. The who, what, when, where and why of each session of the meeting should be included in the program. An easy and readable format for the program includes all of the necessary information for participants. The participant can look at the program and determine the time of the presentation, the purpose, the name of the speaker, who they are, where they are from, what their credentials are and where the program is to be conducted. The time and place of registration should be clearly defined and in addition, the participants are given the duration of the talk and also the time that an intermission will be provided.

The inclusion of information, such as convenience breaks, is important. When reviewing the program, the participant can anticipate and plan his day. Instead of wondering when the presentation will end, when a break will be given, and what comes next, they can instead concentrate on the presentation with all of the schedule data readily provided.

Educators attending an inservice activity often feel more comfortable if they are given the names of others involved in the meeting. If possible, an alphabetized list of those attending the activity should be included as part of the program booklet. If the school district is exceptionally large, an additional line denoting the school, grade level, or job title can be provided. In doing so, the program planner prompts participant interaction and assists the individual in attendance in recalling old acquaintances and fellow professionals.

The program booklet also has the potential to serve as a resource materials guide if a complete Glossary of key terms and other material is

included. Portions of those resources may be reproduced for use by the participants. In doing so, the program planner enables the participant to review key concepts as often as required and also retain the program booklet for future reference.

The program booklet may be included with the Letter of Invitation. Individuals who are to attend a workshop and are aware of the specifics of schedule, purpose, subject matter and consultants well in advance, frequently will come to the activity much better prepared. They will key in on conversations, read material, and often discuss the topics relevant at the workshop. A short current article that could develop an awareness of the subject would be most appropriate in the mailing. It is necessary to advertise and publicize your program to the participating groups to develop a tone for the workshop.

Site Selection

Throughout the years, certain locations have become popular for the staging of various inservice activities. However, often there are potential sites which have been overlooked, but could be successful backgrounds for productive inservice programs. It must be understood beforehand, however, that such a list cannot possibly be conclusive. Innovative teacher groups constantly utilize novel settings for their experimental activities.

The School Site -- The first major site category consists of the typical scholastic facilities found at elementary, junior high, middle school, high school, and university levels. These include classrooms auditoriums, lecture rooms, cafeterias, gymnasiums, faculty, departmental, and student lounges, libraries, little theatres, and coffee houses.

Certain advantages have been influential in making schools the most traditional sites, primarily the adaptability and flexibility resulting from the wide variety of room sizes and the elimination of traveling and lodging expenses otherwise incurred. Usually school sites are readily available at minimum cost and the school includes the resource materials, audio-visual equipment, projection facilities, etc. that may be required. However, the major handicap of the school is its rigid atmosphere. Many teachers find school environs too psychologically confining for inservice activities, thus inhibiting effective and meaningful teacher interaction. This last statement may not seem to be important but industry usually understands this element and often provides its management with exclusive environments for learning.

Commercial Sites -- In order to circumvent the pitfall of the school atmosphere, program planners may choose their activity site from the commercial sites and facilities designed for use by the general public. Among potential sites are the banquet and meeting rooms found at hotels, motels, public halls, lodges, and auditoriums; community rooms, recreational areas in apartment and condominium complexes; concert halls, theatres, restaurants, and service organization (Rotary Club, etc.) facilities or the informal atmospheres in public park systems, campsites, and outdoor concert areas.

Some drawbacks associated with these sites are unavoidable. Unlike schools, most commercial sites make no provisions for useful reference materials. Some may not even be situated in the proximity of a resource center. Almost all of the locations cited require the payment of rental or other fees normally avoided by using the school premises, and work atmospheres may become too lax, thereby resulting in the breakdown of program organization and effectiveness. This is however a worthwhile tool if used appropriately.

Other Sites -- Private sites are ideal for small-scale group activities, including private clubs, church-affiliated facilities, and teachers' homes. Generally speaking, these facilities are available to groups at little or no expense. Also, because they are more intimate, private settings facilitate more intensive group participation and response.

The most obvious difficulty with any private site is the absence of resource materials and other supplementary aids.

An activity-oriented site is any setting whose nature and attributes directly correspond to subject areas pursued and investigated in group activities. For example, groups working with industrial and business subjects may wish to stage their activities in a corporate board room, at factory sites, at industrial plants, etc. The diversity of workshops and other inservice practices necessitates the use of a multitude of subject-related sites. Suggested settings include advertising agencies, hospitals, city hall facilities, court rooms, city council chambers, industrial laboratories, and museums. There are, of course, as many possible settings as there are types of activities.

The major advantage arising from contact with an activity oriented site is the experience of an authentic, subject-related atmosphere which may provide valuable insights into the interdependent relationship existing between classroom materials and situations encountered.

Although the majority of the organizations mentioned do not solicit payment for the use of their facilities, they must observe their own work priorities. The major disadvantage becomes one of convenience unless specific, acceptable terms between the local educators and the organization can be arranged and announced well in advance of scheduled activity dates.

Guidelines for Site Selection -- While engaged in the process of sifting through potential sites, teacher groups should be aware of important criteria pertaining to the actual physical setting. Obviously, sites in certain categories are not designed to meet or fulfill every ideal standard. The intention here is to merely show the broad range of physical attributes meriting consideration by group planners. The room selected should be of sufficient size to accommodate all participants. If a large room is used, smaller, adjacent conference area for discussion and refreshment should be available. Stuffy, uncomfortable atmospheres may be avoided by using well-spaced seating arrangements. Adequate ventilation and air conditioning systems can also do much to relieve crowded or oppressive conditions. Specific attention should be given to the

accoustical quality of the room. Faulty acoustics which cause communication problems may be remedied by the introduction of compensatory sound systems. Also, special requirements such as facilities for handicapped participants, audio-visual equipment, and demonstration areas should not be overlooked.

Various integral factors must be taken into account when inservice planners endeavor to select a non-scholastic site. If a distant site is chosen, provisions should be made for additional traveling and lodging expenses. The surrounding environment is important since unfamiliar settings may isolate and estrange group members. Prolonged contact with a single room eventually becomes tedious and can only result in a decrease of teacher effeciency. Suburban and semi-rural settings often allow participants to temporarily escape the confines of the meeting room by experiencing the pleasant surroundings during program intermissions. Allowances should be made for the different customs and traditions indigenous to locations. In some areas, teacher inservice activities are traditionally held at definite, specified locations. Too often, unnecessary complications result from infringing upon these local customs. Therefore, careful consideration should be given to the types of facilities available and the attitudes encountered in the former employment of similar sites found in the same general area. If one area is too restrictive, planners may look for sites in another locale known to have less stringent viewpoints and controls. Lastly, but of great importance, parking facilities can make or break your program.

The program planner must choose the inservice site often on the basis of time factors and the proximity of his participants. For instance, if a review of the inservice assessment instrument reveals that most of the educators in the school district prefer after school sessions, the school itself presents perhaps the most accommodating meeting place. Participants will not have to travel to another location for a short session.

The program planner should contact the intended consultant well in advance of the intended inservice activity and discuss the options which are at hand in terms of setting. Some consultants have very specific needs in terms of setting; audio-visual materials, movable seating arrangements, potential for showing motion pictures, etc. which will determine the setting which is selected.

In summary, the key concept is flexibility. The sites selected should be flexible enough so that necessary last-minute changes will not plunge program formats into a state of utter confusion. Wise and cautious planners will always provide for a certain amount of leeway in order to avoid the pitfalls accruing from inadequate facilities, pitfalls which may undermine the effectiveness and overall success of any inservice activity.

- Starting and Ending

Start on time and end on time!

## SELECTION OF CONSULTANT

In choosing a consultant, substantial advance notice is usually necessary. Consultant fees usually range from $75.00 to $100.00 per day in addition to travel expenses and lodging. Upon selecting a consultant and receiving a confirmation, it is the program planner's responsibility to provide them with as much information as possible so that they can target his or her presentation to the needs of the participants in a manner which will be advantageous to them. Here again, the OEA-Inservice Survey Instrument is of great value. A letter sent to the consultant a few weeks in advance of their appearance detailing information concerning his or her audience and general results from the Inservice Survey Instrument will be helpful to them. In doing so, the consultant can tailor his or her presentation to the audience's preference.

## RESOURCE PERSONNEL INFORMATION FORM

NAME OF CONSULTANT _____

TITLE _____

EMPLOYER _____

EMPLOYER'S ADDRESS _____

BUSINESS PHONE _____ HOME PHONE _____

AREA OF EXPERTISE _____

_____

PREVIOUS CONSULTING ACTIVITIES OR REFERENCES _____

_____

_____

DATE OF MEETING THE CONSULTANT WAS USED _____

HONORARIUM REQUIRED _____

TRAVEL EXPENSES REQUIRED _____

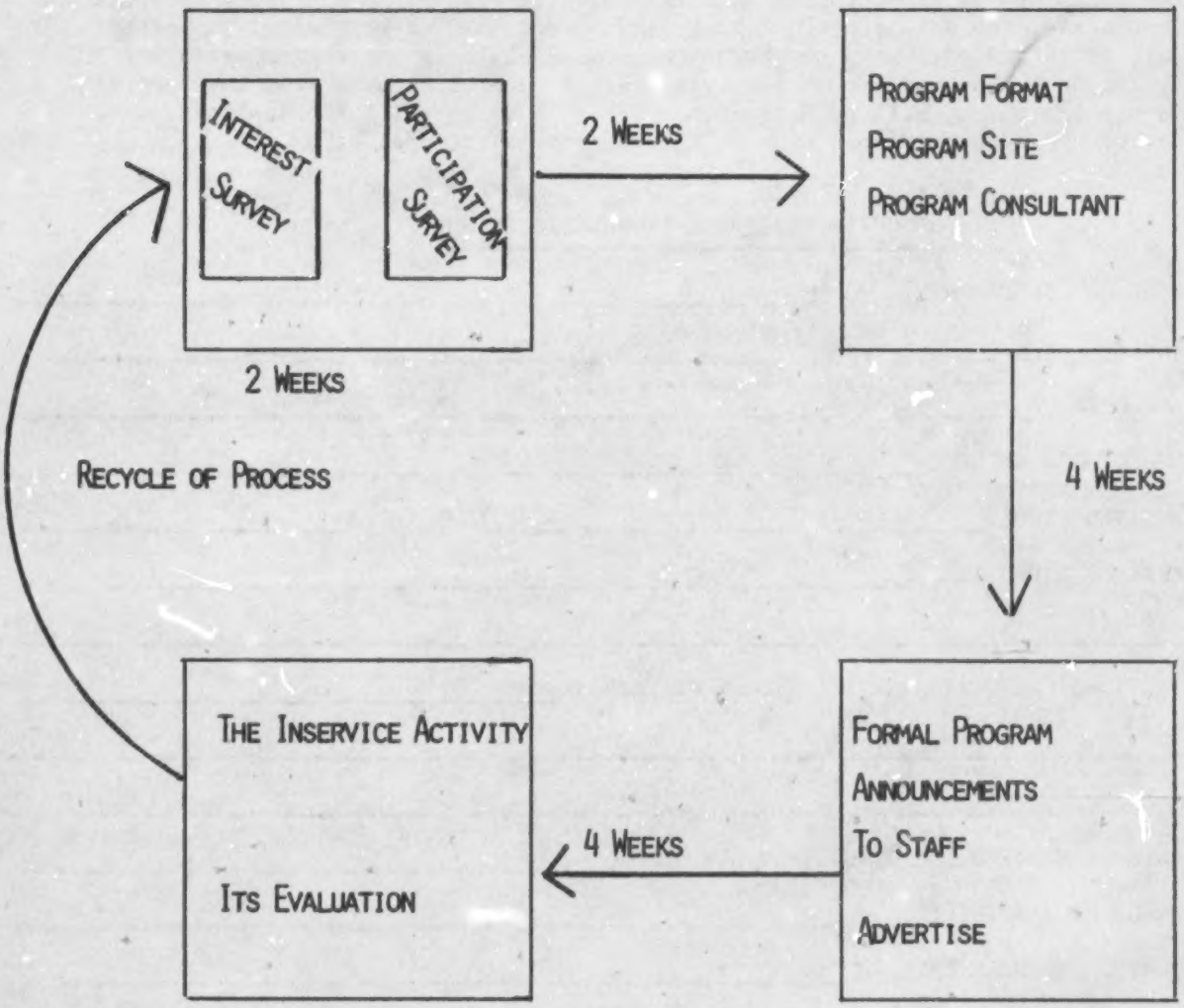
PHYSICAL FACILITIES REQUIRED _____

AUDIO-VISUAL MATERIALS REQUIRED _____

RATING YOU WOULD GIVE CONSULTANT _____

(Excellent) (Fair) (Poor)

## The Planning Cycle For Inservice Education



# INSERVICE GLOSSARY FOR PROGRAM DEVELOPERS

The purpose of this glossary is to provide educators, responsible for inservice education with a concise dictionary of some inservice concepts and terms.

## I. TAXONOMIES OF BEHAVIOR

Refers to the cognitive, affective and psychomotor domains, each of which has a hierarchy of variables from simple to complex.

### COGNITIVE DOMAIN

That domain dealing with recall and recognition of facts as they pertain to the following six variables:

1. Knowledge - involves the recognition and recall of facts and specifics.
2. Comprehension - the learner interprets, translates, summarizes, or paraphrases given material.
3. Application - involves the use of material in a situation which is different from that situation in which it was originally learned.
4. Analysis - involves separating a complex whole into its parts until the relationship among the elements is made clear.
5. Synthesis - involves combining elements to form a new original entity.
6. Evaluation - involves acts of decision-making, judging, or selecting, based on a given set of criteria. (These criteria may be objective or subjective.)

### AFFECTIVE DOMAIN

That domain dealing with feelings, valuing as characterized by the description of the following variables:

1. Receiving - the learner is aware of or is passively attending to certain phenomena and stimuli (i.e., listening).
2. Responding - the learner complies to given expectations by attending or reacting to certain stimuli or phenomena (i.e., interests).
3. Valuing - the learner displays behavior consistent with a single belief or attitude in situations where he is not forced to comply or obey (i.e., internal commitment consistent with external behavior).
4. Organization - the learner is committed to a set of values as displayed by his behavior (i.e., successful internalization of values).

5. Characterization - the total behavior of the learner is consistent with the values he has internalized (i.e., philosophy of life - totally behaving as you believe).

PSYCHOMOTOR DOMAIN

That domain dealing with manipulation and performing of observable skills to a degree or proficiency as characterized by the description of the following five variables:

1. Perception - involves the sensory reception of stimuli, e.g., hearing sounds and words, seeing forms and actions, touching or feeling texture, tasting, smelling. Tends to build sensory awareness.

2. Imitation - duplicating an action or behavior in response to perceived stimuli. The individual can display the sensory and motor actions required to repeat an act. Tends to build skill conformity.

3. Manipulation - using sensory and motor actions to respond in an analogous or similar situation in which it was imitated. Shows coordination of sensory and action skills. Tends to build skill recognition.

4. Performance - the individual functions or operates independently of manipulation. Applies sensory and motor skills as a matter of habit or matter of intent. The individual can function in a variety of situations dissimilar to those of manipulation. Tends to build skill independence.

5. Perfection - the individual exhibits a high degree of sensory and motor skill, expertise, sensitivity, and artistry in his performance. Tends to exhibit high level capabilities.

II. CLASSROOM ACTIVITIES

Classification of activities by three main levels --vicarious, simulated, and experiential. Each level provides a higher degree of reality testing than the previous.

EXPERIENTIAL LEARNING

Experiential learning is the process through which knowledge is gained as a result of the performance of formal job activities in a controlled situation. The practical employment of stored information and partially developed skills increases student efficiency and awareness.

Experiential learning differs from vicarious and simulated learning in that it necessitates the direct application of all sensory, psychomotor, and learned skills in a real-life situation where the student is responsible for the consequences and the tangible end-products of his labor.

Experiential examples are:

Field Trips
Guided/Directed Activities
Projects
Use of Learning/Task/Job Tools
Work/Task Experiences --
Group and Independent

## SIMULATED LEARNING

In simulated learning, the student is introduced to certain activities, situations, and environments which provide opportunities for investigation, and testing of problems in human relations. Encounters with realistic facsimiles of future-life situations prompt the student to consciously or subconsciously assume a role. Learning results from direct personal participation, whether in the form of interaction observation.

Simulated learning differs from vicarious learning in that sensory, analytical, and motor skills are involved in an active, judicial employment of experiential and factual knowledge in experimental and exploratory circumstances.

Simulated environment examples are:

- Art/Crafts Corner
- Class Library
- Exploration/Observation Centers
- Interest Centers
- Math/Reading Centers
- Sand tables
- School grounds
- Storage Areas
- Water Play Areas
- Workbench

Simulated situation examples are:

- Computer
- Constructions
- Dramatization
- Gaming
- Individual Skill Activities
- Interviews
- Inventions
- Pantomine
- Planning/Discussion Groups
- Puppetry
- Rhythms
- Role Playing

## VICARIOUS LEARNING

Vicarious learning involves the visual and/or auditory experience of all supplementary educative materials and media encountered by the student in academic and domestic situations. In this case, learning is represented by the retention of information inferred through direct sensory encounter of a particular medium such as slides, films, newspapers, journals, etc. Ideally designed materials and media will induce analytical thinking and assimilation of presented facts and concepts.

Vicarious learning differs from most other types of learning in that the student remains a passive yet receptive agent in the information-gathering process.

Vicarious examples are:

Audio Visual Aids

- Artifacts/Regalia
- Bulletin Boards
- Cameras, Photographs
- Cartoons
- Chalkboards
- Collections, Hobbies
- Dioramas, Murals
- Exhibits, Displays
- Films, Filmstrips, Loopfilms
- Flannel Board
- Mobiles
- Models, Reproductions
- Recordings
- Slides
- Tapes
- Television, Radio
- Transparencies

Publications

| | |
|---|---|
| Books | Magazines, Journals |
| Brochures, Monographs | Newspapers |
| Charts, Diagrams, Graphs | Posters |
| Diaries, Scrapbooks | Telephone Directory |

III. INSTRUCTIONAL OBJECTIVES

Clearly indicates what the student who has achieved the objective will be able to do. In addition, the objective specifies in measurable terms the conditions under which the student is expected to perform and the extent or degree of excellence associated with mastery or achievement.

PROGRAM OBJECTIVES

Those objectives which specify actual program components, resources, learning activities and personnel considered essential to the attainment of individual program objectives.

PROGRAM STRATEGIES

Those methods of instruction and teaching skills that have been identified as necessary to successfully teach development activities and implement development programs.